

GLOSSARY OF TERMS

COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

This Glossary Of Terms provides definitions and elaborations for terms used in the Communication Arts Grade-Level Expectations (GLE) document. Glossary terms in **boldface** type correspond to those appearing in boldface type in the Grade-Level Expectations. The Glossary includes additional terms to clarify important concepts in Communication Arts; these additional terms do not appear in bold. GLE correlations are listed in the third column. e.g., W2F = **W**riting. **2** Compose well-developed text using standard English conventions. **E** Sentence construction.

• active voice	writing in which the subject of the sentence performs the action of the verb (Writing is in the passive voice when the subject receives the action. e.g., Passive voice = <i>The cake was decorated by my sister.</i> Active voice = <i>My sister decorated the cake.</i>) http://leo.stcloudstate.edu/grammar/pronante.html	W2F
• active-listening behaviors	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
• affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	R1E
• alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	R2B
• analogy	an expression showing similarities between two things. (Analogies deal with the relationships between relationships. For example, “ <i>Explain how the relationship between thermometer and temperature are similar to the relationship between odometer and distance.</i> ” Analogies take the printed form A:B :: C:D and are read “A is to B as C is to D.”)	W3A
• analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
• antecedent	the word, phrase, or clause to which a pronoun refers, understood by the context http://leo.stcloudstate.edu/grammar/pronante.html	W2D
• audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
• author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C

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• automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression.)	R1D
• base word	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
• bias	a mental leaning, inclination, or prejudice	R3C
• cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
• character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
• citation	attribution, or method of acknowledgment of source material used by an author; common citation styles include MLA, APA, and Chicago www.bedfordstmartins.com/online/citex.html	W2C
• classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
• cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of “reference words” that “point back” to ideas in the text http://leo.stcloudstate.edu/style/cohesion.html	W2F
• colloquialism	a common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (Examples: “ <i>W’a’s up?</i> ” or “ <i>What’s happenin’?</i> ” are colloquialisms for “ <i>How are you?</i> ”) http://www.galegroup.com/free_resources/glossary/glossary_bc.htm	LS1A
• compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
• complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D

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• concept of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
• concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
• conflict	<p>the struggle or clash between opposing characters or opposing forces</p> <ul style="list-style-type: none"> ✓ external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus “fate” ✓ internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
• connotation	the attitude and emotional feelings associated with a word or idea (Denotation is a word’s literal meaning.)	R3C
• context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
• contrast	to explain how things are different	R1I
• conventions	capitalization, punctuation, spelling, grammar http://leo.stcloudstate.edu/	W2
• cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
• culture	<p>the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population</p> <p>(As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)</p>	R1I

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• decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
• decoding strategies	methods of translating symbols into words	R1C
• description / descriptive writing	<u>types of writing.</u>	
• dialect	a representation of the language spoken by the people of a particular place, time, or social group ✓ regional dialect: spoken in a specific geographic region ✓ social dialect: spoken by members of a specific social group or class	R2B
• directionality	the ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	W2A
• draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
• draw conclusions	use of facts and inferences to make a judgment or decision	R1H
• enunciation	clear pronunciation and articulation of words	LS2A
• environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
• evaluate	to make a judgment of quality based on evidence	
• expository text	<u>types of writing.</u>	W3C
• fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I

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<ul style="list-style-type: none"> • figurative language 	<p>language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied</p> <p>See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism</p>	R2B
<ul style="list-style-type: none"> • fluency 	<p>the ability to read a text accurately, quickly, and with proper expression and comprehension</p> <p>(Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)</p>	R1D
<ul style="list-style-type: none"> • foreshadowing 	<p>a literary device in which the author presents hints or clues about future events</p> <p>(Flashback is the opposite literary device, in which the author presents information that happened in an earlier time before the events currently taking place.)</p>	R2C
<ul style="list-style-type: none"> • forms of writing 	<u>types of writing.</u>	W1A
<ul style="list-style-type: none"> • fragment 	a word or phrase that does not express a complete thought	W2F
<ul style="list-style-type: none"> • genre 	categories used to classify literature (e.g., fiction, non-fiction, poetry, drama)	R1I
<ul style="list-style-type: none"> • grade-level instructional text 	<ul style="list-style-type: none"> ✓ <u>instructional reading level</u>: the text level at which a student reads 90%--95% of the words accurately with 75%--89% comprehension; the level at which a student needs support from the teacher ✓ <u>independent reading level</u>: the text level at which a student reads 96%--100% of the words accurately and comprehends 90%--100% of the content without help 	R1D
<ul style="list-style-type: none"> • graphic organizer 	<p>a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following:</p> <ul style="list-style-type: none"> ✓ <u>advance organizer</u>: previews instruction and provides familiar concepts that connect and anchor the new learning ✓ <u>chart</u>: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words ✓ <u>cluster, concept map, or web</u>: presents written ideas around a theme, characteristic, category, or word ✓ <u>diagram</u>: shows how something works, how it is constructed, or how its part relate to one another ✓ <u>graph</u>: presents information with lines, pictures, and symbols rather than words ✓ <u>mind map</u>: uses pictures and symbolic drawings rather than written words 	W1A

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<ul style="list-style-type: none"> • graphic organizer (continued from page 5) 	<ul style="list-style-type: none"> ✓ <u>outline</u>: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details ✓ <u>Venn diagram</u>: uses two overlapping circles to express similarities and differences in two things 	
<ul style="list-style-type: none"> • high-frequency word 	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
<ul style="list-style-type: none"> • historic time frame 	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
<ul style="list-style-type: none"> • hyperbole 	figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)	R2B
<ul style="list-style-type: none"> • imagery 	figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language	R2B
<ul style="list-style-type: none"> • infer 	to draw meaning from a combination of clues in the text without explicit reference to the text	R1G
<ul style="list-style-type: none"> • information literacy 	the ability to evaluate sources, and information in those sources, for accuracy and validity	IL
<ul style="list-style-type: none"> • irony 	contrast or discrepancy between expectation and reality ✓ dramatic irony exists when information is known to the reader or audience but unknown to the characters ✓ situational irony involves an occurrence that contradicts the expectations of the reader or audience ✓ verbal irony occurs when a writer or speaker says one thing but means the opposite	R2B
<ul style="list-style-type: none"> • jargon 	technical terms, acronyms, and language used by people of the same profession or specialized interest group	R2B
<ul style="list-style-type: none"> • key words 	words and phrases used in the research process to locate appropriate information	IL1A
<ul style="list-style-type: none"> • letter formal business letter friendly letter 	✓ a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature http://englishplus.com/grammar/00000149.htm ✓ friendly letter (informal or personal letter) has five parts: heading, greeting, body, closing, and signature http://englishplus.com/grammar/00000143.htm	W3E

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• literary devices	literary elements; figures of speech http://www.uvsc.edu/owl/handouts/literary%20terms.pdf	R2B R3B
• main idea	the implicit or explicit message; what a text is “mostly about”; the theme of the text	R1H
• media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of <i>medium</i>	IL2A
• media techniques	<ul style="list-style-type: none"> ✓ print techniques: text features such as headlines, captions, boldface type ✓ language techniques: style (e.g., dialect, word choice, propaganda) ✓ symbolic techniques: visual symbols (e.g., objects, setting, color) ✓ technical techniques: camera angles, lighting, focus, etc. 	IL2A
• metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as”	R2B
• mood	the feeling created in the reader, evoked through the language of the text	R2C
• multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
• narrative	<u>types of writing.</u>	W3A
• nonfiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
• nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
• note taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
• onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B
• organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C
• pace	rate or speed	LS2A
• parallel structure	parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs http://www.virtualsalt.com/rhetoric.htm	W2F

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• paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
• personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
• persuasive writing	<u>types of writing.</u>	W3C
• phoneme	smallest part of <i>spoken</i> language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
• phonemic awareness	an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as "cat.")	R1B
• phonetic spelling	spelling a word as it sounds	R1B
• phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
• plagiarism	use of another author's words or ideas as if they are one's own, without citing or giving credit	IL1D
• plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
• point of view	the perspective from which a story is told ✓ first person point of view: the narrator participates in the action and refers to himself/herself as "I" ✓ second person point of view: not frequently used; the "you" in directions, explanations or arguments ✓ third person point of view: the narrator is not a character in the story, and refers to the characters as "he" or "she" as the events are told ○ limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters	R2C

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• poise	the appearance of ease, self-confidence, and self-control in one's manner	LS2A
• post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
• predict	to use context and content clues to anticipate what might happen next	R1G
• pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
• primary source	an original print or non-print work	IL1B
• pronoun case	pronouns may be used as subjects, objects, or possessives ✓ subjective case: <u>He</u> went to the mall. ✓ objective case: The cat sat on <u>her</u> lap. ✓ possessive case: Is that <u>your</u> sweater?	W2D
• propaganda techniques	methods used to make arguments more persuasive ✓ appeal to ignorance: suggests that if a claim has not been proven false, then it must be true ✓ bandwagon: promotes the idea that if everyone does it or believes it, it must be right ✓ broad generalization: claims something to be true for all members of a group ✓ circular thinking: uses the claim as foundational proof ✓ either/or: assumes only two alternatives ✓ loaded words: uses emotionally charged word to produce strong positive or negative reactions ✓ oversimplification: makes complicated issues simple to solve ✓ red herring: changes the subject to distract from the real argument ✓ straw man: dismisses the other side of the argument as ridiculous	R3C
• purpose	writing to explain or inform, to entertain, or to persuade	W3C
• rate	<u>reading rate</u> , or speed	R1D
• read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G

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• reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
• reflect	to think about and write or speak one's views in response to a text or presentation	R1H
• reflective paper	written text conveying the writer's critical thinking about literature	W3C
• reliability	dependability and suitability	LS1A
• research plan	a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation	IL1A
• respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
• resume	an organized summary of a job applicant's background and qualifications	W3E
• retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
• rhetorical device	element, technique, or trope that furthers an author's aim of achieving a clear and convincing argument but retains the literal meaning <div style="display: flex; justify-content: space-between;"> <div> ✓ repetition ✓ rhetorical question ✓ overstatement / understatement </div> <div> ✓ parallelism ✓ analogy ✓ allusion </div> </div> http://www.virtualsalt.com/rhetoric.htm	W3C
• rhyme	sound device marked by the repetition of identical or similar stressed sounds ✓ perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" ✓ approximate rhyme: the final consonant sounds are identical, as in "trip" and "slap" ✓ end rhyme: the rhyming words occur at the end of the lines of poetry ✓ internal rhyme: rhyming words occur within the lines of poetry	R2B

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• rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
• run-on sentence	a sentence that contains two simple sentences joined without punctuation or a connecting word	W2F
• secondary source	documents based on information collected from a primary source; newspapers, magazines, encyclopedias are examples	IL1B
• semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ <i>ke</i> ” for the word “ <i>cookie</i> ,” or “ <i>bk</i> ” for the word “ <i>book</i> .”)	W2E
• sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
• sentence construction declarative exclamatory imperative interrogative	four basic types: ✓ <u>declarative sentence</u> : informs the reader; punctuated with a period ✓ <u>exclamatory sentence</u> : expresses strong feelings; punctuated with an exclamation point ✓ <u>imperative sentence</u> : commands, gives orders, makes requests; usually punctuated with a period, sometimes with an exclamation point ✓ <u>interrogative sentence</u> : asks a question; punctuated with a question mark	W2F
• sentence structures:	four basic sentence structures include: ✓ <u>simple sentence</u> : one subject and one predicate, as in “The dog ate my homework.” ✓ <u>compound sentence</u> : two or more coordinate independent clauses, but no dependent clause, as in “George talked and Harry listened.” ✓ <u>complex sentence</u> : one independent clause and one or more dependent clauses, as in “I knew when you came in.” ✓ <u>compound-complex sentence</u> : compound sentence with one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.”	W2F
• setting	the geographic location and time period of a story	R2C
• simile	figurative language in which two unlike things are compared, using the words “like” or “as”	R2B

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• slang	informal words or phrases used in casual conversation	R2B
• slant	use of words whose connotation reflects a certain attitude, point of view, or bias, in order to influence the audience	R3C
• sound device	alliteration, assonance, onomatopoeia, rhyme, rhythm found in text	R2B
• story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
• style	the author's use of language, its effect and appropriateness to the author's purpose and audience	R2C
• style manual	a systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook , APA Publication Manual, Chicago	W3D
• stylistic devices	rhetorical devices or techniques used by a writer to achieve a specific purpose through word choice, sentence structure, figurative language	W3C
• subplot	a smaller story within the larger story	R2C
• summarize	to make a brief statement about the essential ideas in a text	R1H
• summary	an account of the main ideas in a text, in one's own words	
• supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
• symbolism	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
• synthesize	deductive reasoning which considers diverse concepts or elements and combines them into a coherent whole	IL2A
• text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
• theme	the underlying or implicit meaning, concept, or message in a text	R2C
• thesis statement	controlling idea; a sentence that explicitly states the position of the author or previews the focus of the text	W3C
• tone	the attitude the author takes toward the subject, the characters, or the audience	R2C
• topic sentence	a sentence that states the main idea of the paragraph	W3C
• transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E

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<ul style="list-style-type: none"> • types of writing 	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • <u>description/descriptive writing</u> portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • <u>exposition/expository writing</u> presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • <u>narrative/narrative writing</u> relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • <u>persuasive writing/argument</u> seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p>http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm</p>	W1A
<ul style="list-style-type: none"> • validity 	<p>relevance (A speaker's message is valid if it is accurate, justifiable, and logically correct.)</p>	LS1A
<ul style="list-style-type: none"> • verbal communication 	words spoken aloud	LS1A
<ul style="list-style-type: none"> • visualize 	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
<ul style="list-style-type: none"> • vocabulary 	the words one can understand and use correctly	R1E
<ul style="list-style-type: none"> • voice 	the distinctive tone or style of a particular writer; a reflection of the personality of the writer	
<ul style="list-style-type: none"> • workplace communication 	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3E